



The Practitioner Teacher Program (PTP)

Discussion Document I Great Teachers for Our City
Schools Summit, April 2009



Agenda



About The New Teacher Project

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A Closer Look at the PTP in Louisiana



The New Teacher Project

The New Teacher Project (TNTP) is a national nonprofit dedicated to closing the achievement gap by ensuring that poor and minority students get outstanding teachers.

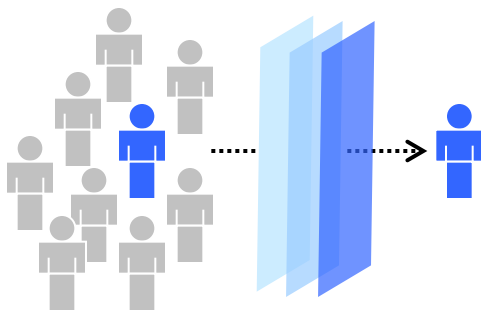
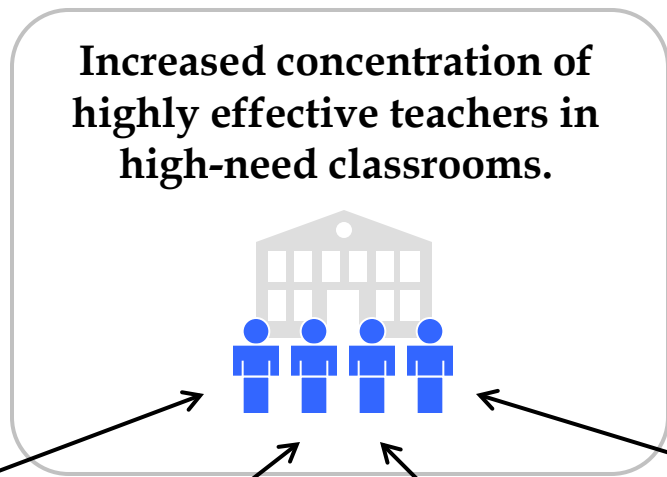
- Founded by teachers in 1997
- Partners with school districts, state education agencies, and charter schools
- Targets acute teacher quality challenges
- Delivers a range of customized services and solutions on a fee-for-service basis
- Approx. 200 employees, most embedded in school district offices; majority are former teachers
- Past and present clients include:

Districts: Baltimore, Chicago, Denver, Memphis, New Orleans, New York, Oakland, Philadelphia, San Antonio, Washington, DC

States: Alaska, Louisiana, Texas, Virginia

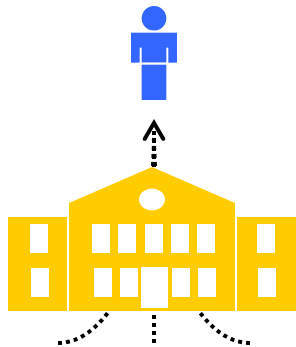


TNTP provides a spectrum of services, all aligned with one common goal: closing the achievement gap by maximizing teacher quality.



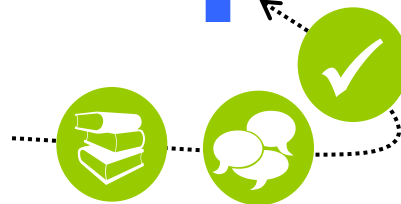
Teaching Fellows Programs

We create highly selective teacher recruitment programs that bring in large numbers of excellent teachers for high-need schools and subjects.



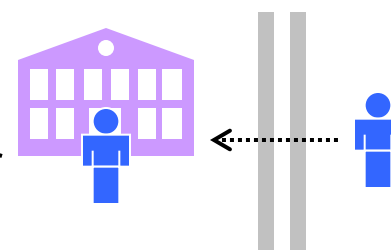
Staffing Initiatives

We work hand-in-hand with school districts to ensure disadvantaged schools can hire the best possible teachers.



Training & Certification

We develop new and better ways to prepare, develop, and certify effective teachers for high-need schools.





Policy & Research

We identify the policies and practices that keep school districts from hiring effective teachers and advocate for common sense reforms.



TNTP currently operates in more than 25 cities, including some of the largest (New York, Los Angeles, Chicago and Philadelphia).

TNTP Active and Likely Project Sites (2009)

 Project Site
 Statewide initiative





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A growing body of research supports the role of quality alternative certification programs in preparing new teachers.

- ▶ About **one third of new teacher hires** nationwide come through alternate route programs (Feistritzer, 2007).
- ▶ A 2009 nationwide, randomized study commissioned by the U.S. Department of Education found that, "There was **no statistically significant difference in performance** between students of alternative route to certification teachers and those of traditional route to certification teachers" (Constantine et al., 2009).
- ▶ Two 2006 studies examined the effectiveness of teachers entering New York City classrooms through different routes and found that alternate route teachers from TNTP's NYC Teaching Fellows program) **equal or surpass traditionally certified teachers in terms of impact on student achievement by their third year** (Kane et al., 2006 and Boyd et al., 2006).
- ▶ TNTP believes that alternate routes to certification must demand and be held accountable for **high quality standards** for the teachers they prepare.



TNTP designed and implemented the Practitioner Teacher Program to prepare new teachers through a rigorous, relevant pathway.

PTP Objectives

- Increase the quantity and quality of beginning teachers certified in high-need shortage areas
- Meet the needs of alternate route teachers in high-need schools
 - Hands-on training directly related to high-need classrooms
 - Builds on/is aligned with participants' previous content knowledge and pre-service training experiences
- Offer an efficient and cost-effective certification option

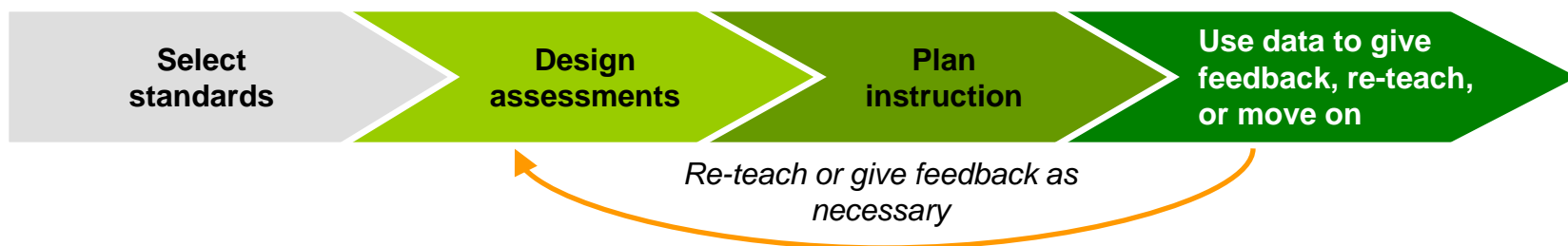
PTP Metrics

- Teacher self-efficacy
- Teacher attitude towards program
- Stakeholder satisfaction with program
 - Districts
 - Alternate route programs
 - Principals
- Tuition competitiveness
- Time-to-certification



TNTP's *Teaching for Results* seminar series forms the heart of the PTP. The seminars enable participants to leverage content knowledge into effective classroom teaching.

The seminars use a standards-based approach to instructional planning called **Strategic Design**.



Participants are grouped according to content area and grade level. Seminars are led by master teachers who are trained by TNTP staff. The typical teacher-to-seminar leader ratio is 12:1.



Participants are required to complete a series of performance related projects throughout the year.

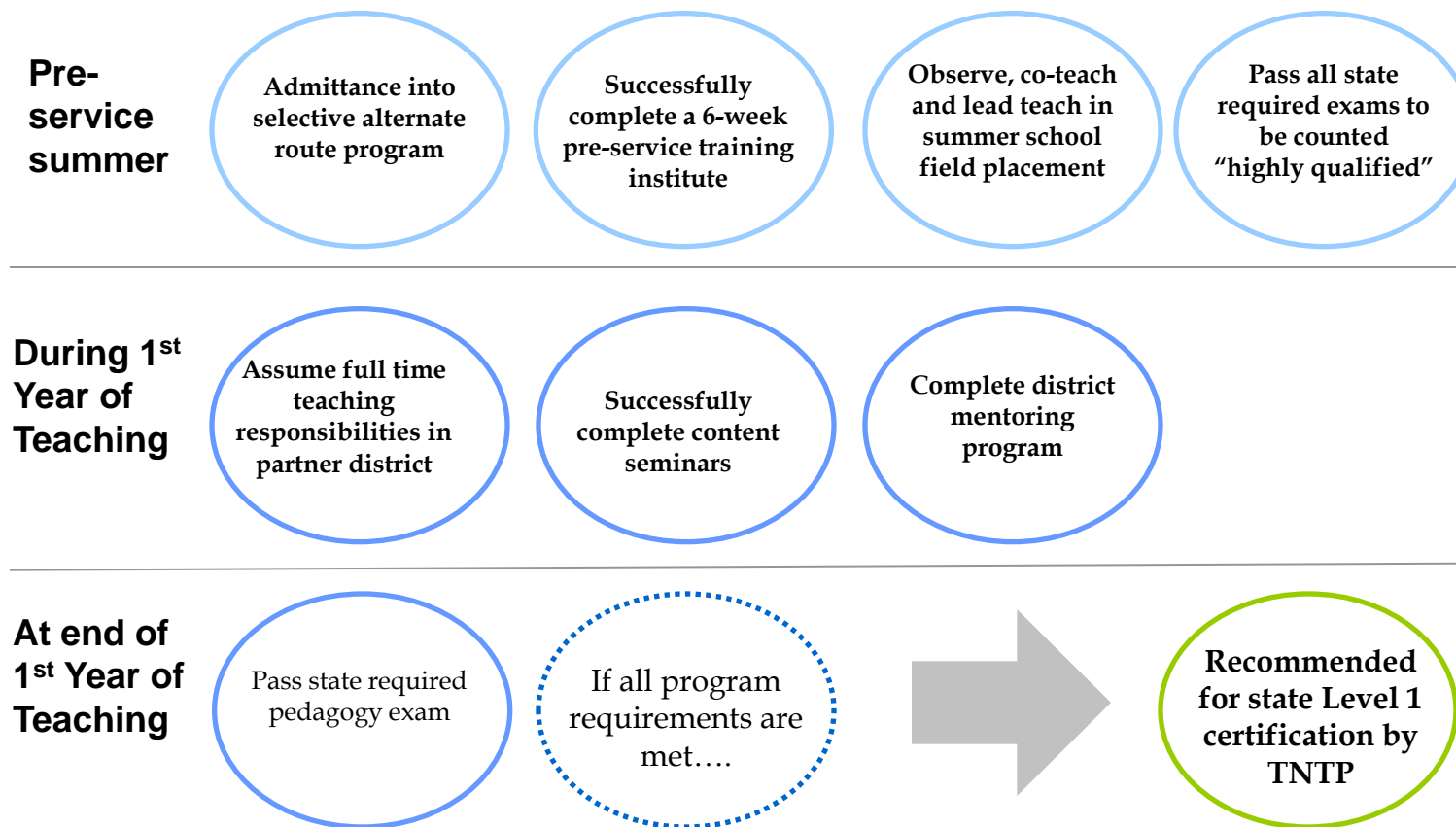


Seminars meet throughout the school year (on average, twice a month for 3 hours at a time, for a total of 45 contact hours*).

**The total number can vary by site depending on requirements.*



Steps to certification through the PTP are clear and communicated in advance to participants.



Average Time to Certification: 12-16 months



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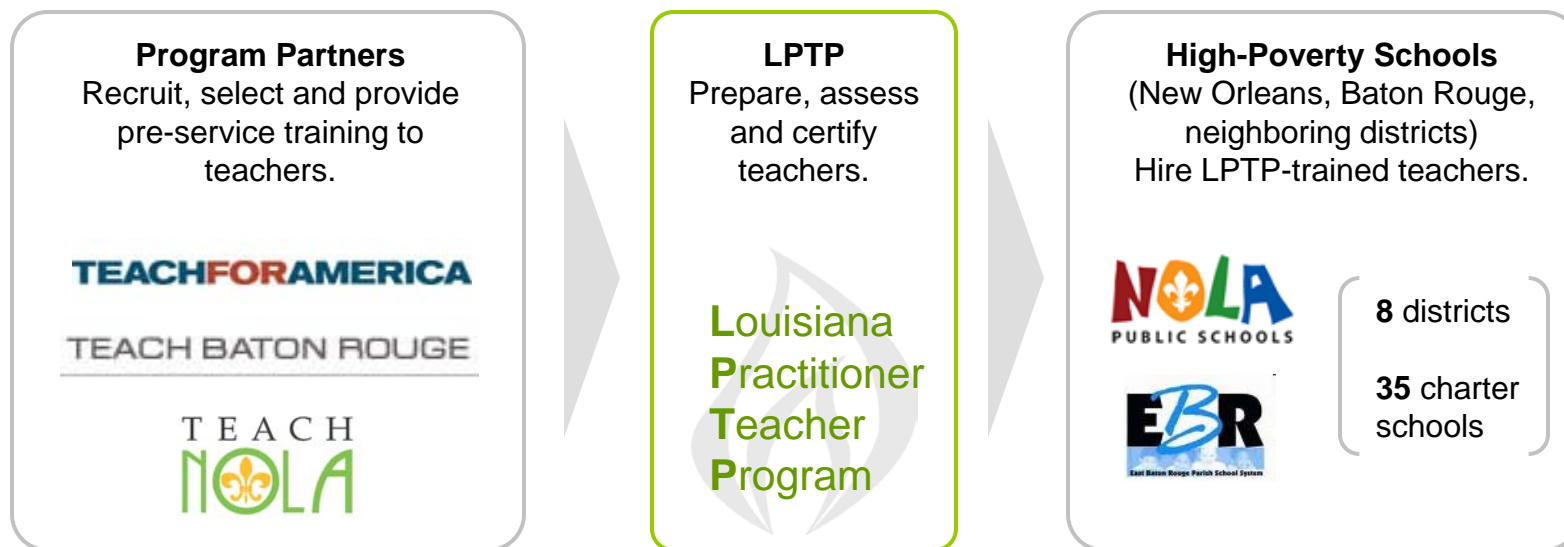
The Practitioner Teacher Program (PTP)



A Closer Look at the PTP in Louisiana



In Focus: The Louisiana Practitioner Teacher Program



- Launched in 2001 - first non-university certification provider in Louisiana.
- Goal: Provide rigorous, relevant training that maximizes new teachers' impact on student achievement in high-need schools.
- Tailored to needs of career changers working in high-poverty schools.
- State-approved to offer 16 different certifications to beginning teachers.
- Stayed "open" after Hurricane Katrina, continuing to train and certify teachers.
- **810** teachers certified as of September 2008.



A state-sponsored study finds the LTP produces highly effective teachers.



Louisiana
Board of Regents



Louisiana
Department of
Education



LOUISIANA'S
**TEACHER
QUALITY**
INITIATIVE

Assessing Louisiana's Teacher Preparation Programs

- Since 2003, the Louisiana Board of Regents (LaBOR) and the Louisiana DOE have sponsored a study of the use of a value-added model to assess the effectiveness of the state's teacher preparation programs.
- Study has been led by Dr. George Noell of Louisiana State University.*
- Controlling for student past performance and school environment, the model shows how much teachers prepared and certified by each program contribute to student learning (a "program effect estimate").
- LaBOR released its value-add results by teacher preparation program for the first time last year and additional data in 2008.

*Noell, G.H., Porter, B.A., Patt, R.M. and Dahir, A. (2008). "Value Added Assessment of Teacher Preparation in Louisiana: 2007-2008 (Year 5)." Technical Report. Louisiana State University, December 2008. <http://www.regents.state.la.us/Academic/TE/Value%20Added.htm>



The study indicates that LPTP teachers outperform even *experienced* teachers in the core content areas of math, reading and language arts.

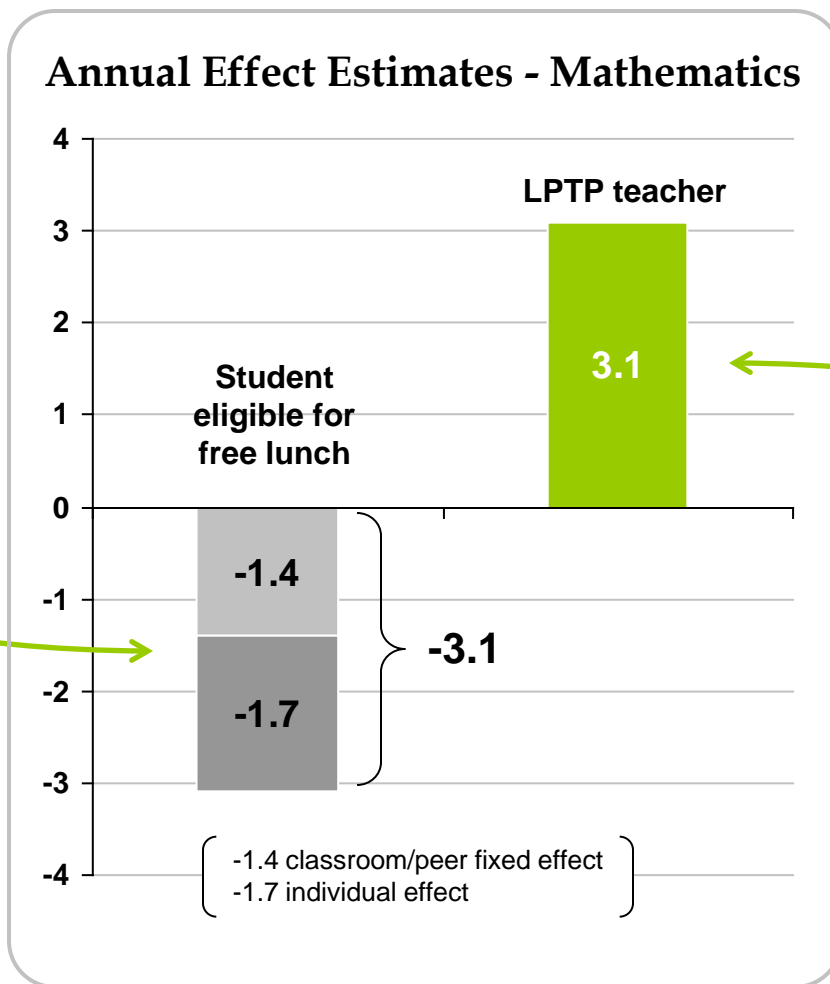
Performance Band	Math	Reading	Language Arts	Science	Social Studies
<p>Level 1 Programs for which there is evidence that new teachers are more effective than experienced teachers.</p>		 Louisiana College	UL-Monroe 	Northwestern State U. UL-Monroe	UL-Monroe
<p>Level 2 Programs whose effect is more similar to experienced teachers than new teachers.</p>	UL-Monroe Northwestern State U.	Northwestern State U.	Louisiana College Northwestern State U. Nicholls State U.		Louisiana College Northwestern State U.
<p>Level 3 Programs whose effect is comparable to new teachers.</p>	Louisiana College UL-Lafayette LRCE	UL-Lafayette	LRCE	Louisiana College UL-Lafayette LRCE	 UL-Lafayette LRCE
<p>Level 4 Programs for which there is evidence that new teachers are less effective than average new teachers, but the difference is not statistically significant.</p>			UL-Lafayette		
<p>Level 5 Programs that are statistically significantly less effective.</p>		LRCE			



These effect estimates have real implications for students.

Poverty has a deteriorating effect on achievement.

On average, a student who is eligible for free lunch will fall behind other students by 3.1 points in math in a given year.



But having a LTPP math teacher can make up for the disadvantages of poverty.

On average, an LTPP-trained math teacher's students will advance by 3.1 points, compared to students of other teachers.



Implications



Alternative certification programs can meet the needs of high-poverty schools without compromising quality.

New, nontraditional teachers can measure up to experienced teachers in impact – or do even better.



Rigorous selection + rigorous training = highly effective teachers.

From beginning to end, process is driven by considerations of teacher quality and effectiveness. The result: better teachers for high-need kids.

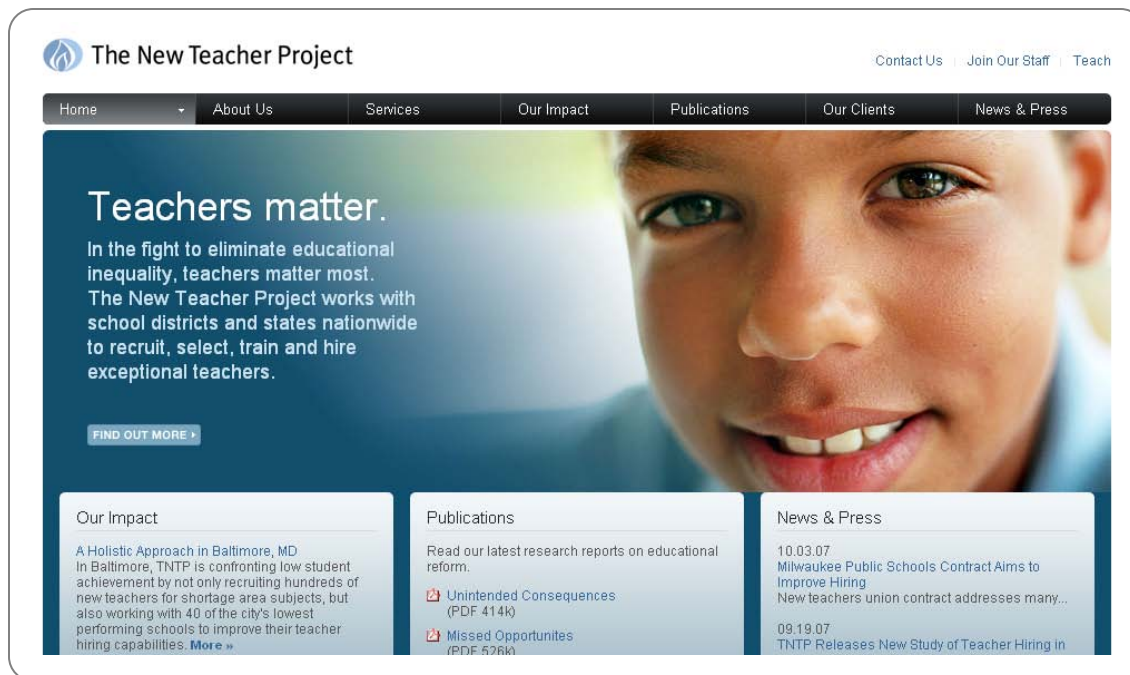


Louisiana offers a model for accountable teacher preparation.

Efforts to open the teacher education market to a range of providers, set high standards for all, and hold programs accountable for their results are paying off.



Questions?



For more information, please visit our website:

www.tntp.org